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ABSTRACT

This document is a compilation of the highlights of brief reports regarding the performance of Philadelphia prekindergarten graduates evaluated by the Early Childhood Evaluation Unit during 1981-1982. Part 1 provides highlights of later effects, i.e., the performance on citywide tests of graduates of four prekindergarten programs (Child Care, Get Set Day Care, Parent Cooperative Nurseries, and Prekindergarten Head Start), as well as the total school district prekindergarten aggregate composed of these four programs. Part 2 gives current achievement information on children participating in the programs of the Durham Child Development Center, and the six Early Childhood Schoolage Programs (i.e., Academics Plus, Checkpoint, Follow Through, Kindergarten, Primary Skills, and Project Success). Finally, part 3 presents highlights of accomplishments by the various programs for the developmental component (prekindergarten programs) and in the parent involvement, staff development, and supportive service areas. (MP)

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HIGHLIGHTS OF EARLY CHILDHOOD PROGRAM ACCOMPLISHMENTS:

PRELIMINARY REPORTS: 1981-1982

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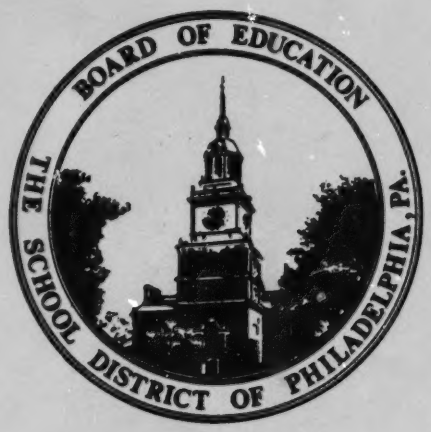

Report No. 8309

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Dr. Constance E. Clayton, Superintendent of Schools

Dr. Charles A. Highsmith, Deputy Superintendent of Schools

* * * * * * * * * * * * *

Report No. 8309
December 1982

Prepared by

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EARLY CHILDHOOD PROGRAMS
EVALUATED BY THE
EARLY CHILDHOOD EVALUATION UNIT
1981-1982

Associate Superintendent

Constance E. Clayton*

Edmund J. Forte**	Academics Plus Checkpoint
Rosemary Mazzatenta	Child Care Parent Cooperative Nurseries
Leontine D. Scott**	Follow Through Primary Skills Project Success
Bertram H. Snead	Get Set Day Care
Elaine S. Spain	Prekindergarten Head Start
Shively Willingham	Durham Child Development Center

*Dr. Clayton, now Superintendent of Schools, was Associate Superintendent for Early Childhood Education during 1981-1982, the period covered by the report.

**Dr. Forte was appointed principal of Fels Junior High in February 1982; Mrs. Scott was appointed interim administrator of Academics Plus and Checkpoint at that time, and is now Director of Early Childhood Schoolage Programs which include Academics Plus and Checkpoint, as well as the Follow Through related programs listed.

FOREWORD

This is a compilation of brief highlight reports on Early Childhood Programs evaluated by the Early Childhood Evaluation Unit during 1981-1982. It was prepared to respond to program administrators' requests for information prior to the completion and release of separate program reports. It is, then, an attempt to provide brief, non-technical feedback of preliminary information that will eventually appear in fuller form and context in the individual program reports.

The report has three parts: Part I provides highlights of later effects, i.e., the performance on citywide tests of "graduates" of four prekindergarten programs: Child Care, Get Set Day Care, Parent Cooperative Nurseries, and Prekindergarten Head Start - as well as the Total School District Prekindergarten aggregate composed of these four programs; Part II gives current achievement information on the following seven schoolage programs: Durham Child Development Center, and the six Early Childhood Schoolage Programs, i.e., Academics Plus, Checkpoint, Follow Through, Kindergarten, Primary Skills, and Project Success. In Part III are found highlights of accomplishments by the various programs for the developmental component (prekindergarten programs) and in the parent involvement, staff development, and supportive service areas.

The achievement data presented is based on performance by the various program groups on citywide tests, March, 1982. The citywide test battery in Philadelphia consists of the Stanford Early School Achievement Test (SESAT) at Kindergarten, and the California Achievement Test (CAT) at Grades 1-12. When reference is made to the "national norm group", this is to call attention to the comparative performance of the sample of students at each grade level across the country who were tested by the publisher in developing the test, and whose performance is the yardstick, or norm, for interpreting scores on the test.

The term "national norm" has come to be associated with the average score - i.e., the score at the 50th percentile - of this national norm group at each grade level. In the tables, percentages of students scoring below the national 16th percentile and at/above the national 50th percentile are presented; however, difference of proportion tests were calculated only regarding percentages of program students scoring at/above the 50th national percentile (national norm) in comparison with appropriate/available reference groups; single sample tests were conducted in the case where program groups formed part of a larger, overlapping group; two sample tests, in the case where two independent groups were being compared.

PART I

HIGHLIGHTS OF

LATER EFFECTS:

PREKINDERGARTEN PROGRAMS

CHILD CARE
GET SET DAY CARE
PARENT COOPERATIVE NURSERIES
PREKINDERGARTEN HEAD START
TOTAL SCHOOL DISTRICT PRE-K

CHILD CARE (CC):
HIGHLIGHTS OF LATER EFFECTS
1981-1982

IN KINDERGARTEN, FIRST, SECOND, THIRD AND FOURTH GRADE, CHILD CARE GRADUATES IN 1981-1982 EXCEEDED NATIONAL NORM EXPECTATIONS BY A LARGE MARGIN IN BOTH READING AND MATHEMATICS. (See the following table.) More specifically, program graduates had 62% to 92%, i.e., 12% to 42% more than the expected 50% (national norm), scoring at/above the 50th percentile in Total Reading across Grades K-4; and 62% to 77%, i.e., 12% to 27% more than expected, in Total Mathematics across these grades.

In comparison with Total City (TC) performance, Child Care graduates had a significantly higher percentage scoring at/above the expected national average (50th percentile) in all grades K-4, both areas, except Second Grade Total Reading where program graduates did not differ from the Total City.

CHILD CARE: POST PROGRAM ACHIEVEMENT

Percentage of Child Care Graduates (CC) Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with Total City Performance (TC), Grades K-4

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*									
CC	154	1	92**	112	6	72**	128	3	70***
TC	13,278	4	83	13,010	6	63	11,951	6	64
TOTAL MATHEMATICS									
CC	155	5	77**	118	5	72**	128	1	76**
TC	13,278	10	69	13,056	7	64	11,989	7	65

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*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

***The percentage at/above the 50th percentile is not significantly different than that attained by the Total City.

CHILD CARE: POST PROGRAM ACHIEVEMENT (Cont'd.)

Percentage of Child Care Graduates (CC) Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with Total City Performance (TC), Grades K-4

TEST AREA/GROUP	GRADE THREE			GRADE FOUR		
	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING						
CC	121	2	65**	77	10	62**
TC	12,106	14	48	13,012	14	47
TOTAL MATHEMATICS						
CC	121	4	70**	78	10	62**
TC	12,124	10	62	13,024	18	41

**The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

GET SET DAY CARE (GSDC): HIGHLIGHTS OF LATER EFFECTS 1981-1982

GET SET DAY CARE GRADUATES IN 1981-1982 EXCEEDED NATIONAL NORM EXPECTATIONS BY A SUBSTANTIAL MARGIN K-3 IN MATHEMATICS AND K-2 IN READING. (See the following table.) To be more specific, program graduates had 60% to 69%, i.e., 10% to 19% more than the expected 50% (national norm), scoring at/above the 50th percentile in Total Mathematics K-3; and 18% to 37% more at this level in Total Reading K-2. GET SET DAY CARE GRADUATES ALSO HAD AT LEAST 40% SCORING AT/ABOVE THE 50TH PERCENTILE IN TOTAL MATHEMATICS AT GRADES 4, 5 AND 6, AND AT LEAST 45% OF THE GRADUATES WERE AT THIS LEVEL IN TOTAL READING AT GRADES 3 AND 4.

In comparison with the Total City (TC) on this same criterion, i.e., percentages scoring at/above the 50th percentile, Get Set Day Care graduates either outperformed or equaled (scored significantly higher than or did not significantly differ from) Total City (TC) performance at Kindergarten through Seventh Grade in both areas, except in Total Reading at Grades 5 and 6 where TC scored significantly higher. In this comparison it is to be noted that the Total City represents a socio-economic cross-section in contrast to Get Set's extensive lower income representation.

When Get Set Day Care graduates are compared with only that portion of the Total City served by the Get Set Program, i.e., the aggregate of Districts 1-7 rather than Districts 1-8 which comprises the Total City (TC), program graduates equaled (did not significantly differ from) or exceeded (had significantly higher percentages than) the District 1-7 aggregate on the above criterion in both areas, all grade levels K-7. The socio-economic contrast noted above for the Total City/Get Set comparison is only slightly lessened in the comparison with the District 1-7 aggregate.

GET SET DAY CARE: POST PROGRAM ACHIEVEMENT

Percentages of Get Set Graduates (GS) Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March 1982, as Compared with Total District 1-7 Aggregate (T 1-7) and with Total City Performance (TC), Grades K-7. (Note that T 1-7 represents the performance of all districts in which Get Set is located, i.e., Districts 1-7, but not District 8.)

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO			GRADE THREE		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*												
GS	988	2	87****	1,222	4	68****	1,122	4	68****	1,034	12	47*****
T 1-7	11,067	5	81	11,521	7	61	10,576	7	61	10,747	15	45
TC	13,278	4	83	13,010	6	63	11,951	6	64	12,106	14	48
TOTAL MATHEMATICS												
GS	988	9	69*****	1,226	6	67****	1,121	6	64*****	1,036	9	60*****
T 1-7	11,067	12	66	11,550	8	62	10,613	7	62	10,762	11	60
TC	13,278	10	69	13,056	7	64	11,989	7	65	12,124	10	62

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**The percentage at/above the 50th percentile is significantly higher than that attained by T 1-7.

***The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

****There is no significant difference between Get Set and T 1-7 percentages at/above the 50th percentile.

*****There is no significant difference between Get Set and Total City percentages at/above the 50th percentile.

GET SET DAY CARE: POST PROGRAM ACHIEVEMENT (Cont'd.)

Percentages of Get Set Graduates (GS) Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with the Total District 1-7 Aggregate (T 1-7) and with Total City Performance (TC), Grades K-7. (Note that T 1-7 represents the performance of all districts in which Get Set is located, i.e., Districts 1-7, but not District 8).

TEST AREA/GROUP	GRADE FOUR			GRADE FIVE			GRADE SIX			GRADE SEVEN		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING												
GS	1,062	13	46*****	928	16	32****	816	12	33****	761	14	36*****
T 1-7	11,520	16	44	12,607	20	33	13,141	18	34	11,791	20	31
TC	13,012	14	47	14,382	19	36	15,225	17	37	13,933	18	35
TOTAL MATHEMATICS												
GS	1,063	18	41*****	926	14	43*****	814	14	43*****	759	20	33*****
T 1-7	11,533	20	38	12,590	18	41	13,173	20	39	11,702	25	31
TC	13,024	18	41	14,372	17	44	15,257	19	42	13,838	23	35

**The percentage at/above the 50th percentile is significantly higher than that attained by T 1-7.

***The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

****There is no significant difference between Get Set and T 1-7 percentages at/above the 50th percentile.

*****There is no significant difference between Get Set and Total City percentages at/above the 50th percentile.

PARENT COOPERATIVE NURSERY (PCN): HIGHLIGHTS OF LATER EFFECTS 1981-1982

GRADUATES OF THE PARENT COOPERATIVE NURSERY PROGRAM (PCN) IN 1981-1982 EXCEEDED NATIONAL NORM EXPECTATIONS BY A VERY LARGE MARGIN IN BOTH READING AND MATHEMATICS AT KINDERGARTEN THROUGH FOURTH GRADE. (See the following table.) In more specific terms, PCN graduates had 66% to 94%, i.e., 16% to 54% more than the expected 50% (national norm) scoring at/above the 50th percentile in Total Reading; and 66% to 88%, i.e., 16% to 38% more than expected, attaining this level in Total Mathematics across the K-4 range.

Comparing PCN graduate performance with Total City (TC) outcomes, it is evident that program graduates outperformed, i.e., had significantly higher percentages at/above the 50th percentile than the Total City (TC) in both Total Reading and Total Mathematics at all grade levels, K-4.

PARENT COOPERATIVE NURSERIES: Post Program Achievement

Percentage of Parent Cooperative Nursery Graduates (PCN) Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with Total City Performance (TC), Grades K-4.

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*									
PCN	232	1	94**	141	1	78**	154	3	77**
TC	13,278	4	83	13,010	6	63	11,951	6	64
TOTAL MATHEMATICS									
PCN	232	5	88**	143	3	81**	152	1	83**
TC	13,278	10	69	13,056	7	64	11,989	7	65

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

PARENT COOPERATIVE NURSERIES: Post Program Achievement (Cont'd.)

Percentage of Parent Cooperative Nursery Graduates (PCN) Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Test, March, 1982, as Compared with Total City Performance (TC), Grades K-4.

TEST AREA/GROUP	GRADE THREE			GRADE FOUR		
	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING						
PCN	133	6	66**	115	4	74**
TC	12,106	14	48	13,012	14	47
TOTAL MATHEMATICS						
PCN	132	5	75**	114	8	66**
TC	12,124	10	62	13,024	18	41

**The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

PREKINDERGARTEN HEAD START (PKHS): HIGHLIGHTS OF LATER EFFECTS 1981-1982

PREKINDERGARTEN HEAD START (PKHS) SERVES EXCLUSIVELY POVERTY-LEVEL CHILDREN, YET ITS GRADUATES IN 1981-1982 EXCEEDED NATIONAL NORM EXPECTATIONS AT KINDERGARTEN THROUGH THIRD GRADE IN MATHEMATICS, AND KINDERGARTEN THROUGH SECOND GRADE IN READING. (See the following table.) More specifically, PKHS graduates had 60% to 65%, i.e., 10% to 15% more than the expected 50% (national norm), scoring at/above the 50th percentile in Total Mathematics K-3, and 62% to 83%, i.e., 12% to 33% more than expected, scoring this high in Total Reading K-2. PKHS GRADUATES ALSO HAD 39% TO 42% SCORING AT/ABOVE THE 50TH PERCENTILE IN TOTAL MATHEMATICS AT GRADES 4-6; AND 40% TO 45% SCORING AT THIS LEVEL IN THIRD AND FOURTH GRADE TOTAL READING.

In comparison with the District 1-7 aggregate, i.e., those sections of the city which house PKHS centers, as distinct from the Total City which covers Districts 1-8, PKHS graduates across Grades 1-7 equaled (did not significantly differ from), or in one instance exceeded (had significantly higher percentages at/above the 50th percentile in Grade Two Total Reading than) the performance of the District 1-7 aggregate on the above criterion, except in Kindergarten Mathematics. The clear contrast between the exclusively poverty-level population of PKHS and the socio-economic cross-section to be found in the District 1-7 aggregate is to be noted in this comparison.

PREKINDERGARTEN HEAD START (PKHS): POST PROGRAM ACHIEVEMENT

Percentages of PKHS Graduates Scoring Below the 16th Percentile (<16), and At or Above the 50th Percentile (>50) K-7 on Citywide Tests, March, 1982, as Compared with the Total District 1-7 Aggregate (T 1-7). Note that T 1-7 represents the performance of all districts in which PKHS is located, i.e., Districts 1 - 7, but not District 8.

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO			GRADE THREE		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*												
PKHS	566	3	83***	693	4	62***	482	6	65**	361	15	45***
T 1-7	11,067	5	81	11,521	7	61	10,576	7	61	10,747	15	45
TOTAL MATHEMATICS												
PKHS	565	13	61	702	7	65***	484	6	63***	364	10	60***
T 1-7	11,067	12	66	11,550	8	62	10,613	7	62	10,762	11	60

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**The percentage at/above the 50th percentile is significantly higher than that attained by T 1-7.

***There is no significant difference between PKHS and T 1-7 percentages at/above the 50th percentile.

PREKINDERGARTEN HEAD START (PKHS): POST PROGRAM ACHIEVEMENT (Cont'd.)

Percentages of PKHS Graduates Scoring Below the 16th Percentile (<16), and At or Above the 50th Percentile (>50) K-7 on Citywide Tests, March, 1982, as Compared with the Total District 1-7 Aggregate (T 1-7). Note that T 1-7 represents the performance of all districts in which PKHS is located, i.e., Districts 1-7, but not District 8.

TEST AREA/GROUP	GRADE FOUR			GRADE FIVE			GRADE SIX			GRADE SEVEN		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING												
PKHS	294	13	40***	293	20	31***	256	14	30***	195	19	30***
T 1-7	11,520	16	44	12,607	20	33	13,141	18	34	11,791	20	31
TOTAL MATHEMATICS												
PKHS	296	19	39***	295	19	42***	259	17	39***	194	21	36***
T 1-7	11,533	20	38	12,590	18	41	13,173	20	39	11,702	25	31

**The percentage at/above the 50th percentile is significantly higher than that attained by T 1-7.

***There is no significant difference between PKHS and T 1-7 percentages at/above the 50th percentile.

TOTAL SCHOOL DISTRICT PRE-K (TPK): HIGHLIGHTS OF LATER EFFECTS 1981-1982

The combined prekindergarten graduate picture, i.e., combining the four preceding programs, summarized in terms of the performance of Total School District Pre-K (TPK) is as follows. (See the succeeding table.) TPK GRADUATES EXCEEDED EXPECTED (NATIONAL NORM) PERFORMANCE BY A LARGE MARGIN K-3 IN MATHEMATICS AND K-2 IN READING. To be more specific, the TPK graduate group had 62% to 70%, i.e., 12% to 20% more than the expected 50% (national norm), scoring at/above the 50th percentile in Total Mathematics K-3, and 67% to 87%, i.e., 17% to 37% more than expected, scoring at/above the 50th percentile in Total Reading K-2. TPK GRADUATES ALSO HAD 43% SCORING AT/ABOVE THE 50TH PERCENTILE IN TOTAL MATHEMATICS AT GRADES FOUR, FIVE AND SIX: AND 47% TO 49% SCORING AT THIS LEVEL IN TOTAL READING AT GRADES THREE AND FOUR.

Total School District Pre-K (TPK) graduates in comparison with Total City (TC) performance on this same criterion, i.e., percentages scoring at/above the 50th percentile, equaled (did not significantly differ from) or exceeded (had significantly higher percentages than) TC performance at every grade level K-7, in both areas, except Fifth and Sixth Grade Total Reading, where TC was significantly higher. When TPK is compared with the District 1-7 aggregate, i.e., omitting District 8 which is included in Total City (TC) figures, TPK graduates exceeded (had significantly higher percentages than) the District 1-7 aggregate in both areas, at all grade levels K-7 except Grade Five Total Reading and Total Mathematics, and Grade Six Total Reading, where the two groups did not significantly differ. Note that most of the prekindergarten sites, and all of the two larger program sites (Get Set Day Care and Prekindergarten Head Start) are located within the boundaries of the District 1-7 aggregate.

TOTAL SCHOOL DISTRICT PRE-K (TPK): POST PROGRAM ACHIEVEMENT

Percentages of Total School District Pre-K (TPK) Graduates Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) K-7 on Citywide Tests, March, 1982, as Compared with the Total District 1-7 Aggregate (T 1-7) and with Total City Performance (TC), Grades K-7. (Note that T 1-7 represents the performance of all districts in which the two largest Pre-K programs are located, i.e., Districts 1-7, but not District 8.)

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO			GRADE THREE		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*												
TPK	1,958	2	87*** **	2,185	4	67*** **	1,903	4	68*** **	1,668	11	49***** **
T 1-7	11,067	5	81	11,521	7	61	10,576	7	61	10,747	15	45
TC	13,278	4	83	13,010	6	63	11,951	6	64	12,106	14	48
TOTAL MATHEMATICS												
TPK	1,958	9	70***** **	2,207	6	68*** **	1,901	5	66***** **	1,673	9	62***** **
T 1-7	11,067	12	66	11,550	8	62	10,613	7	62	10,762	11	60
TC	13,278	10	69	13,056	7	64	11,989	7	65	12,124	10	62

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**The percentage at/above the 50th percentile is significantly higher than that attained by T 1-7.

***The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

****There is no significant difference between TPK and T 1-7 in percentages at/above the 50th percentile.

*****There is no significant difference between TPK and Total City percentages at/above the 50th percentile.

TOTAL SCHOOL DISTRICT PRE-K (TPK): POST PROGRAM ACHIEVEMENT (Cont'd.)

Percentages of Total School District Pre-K (TPK) Graduates Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) K-7 on Citywide Tests, March, 1982, as Compared with the Total District 1-7 Aggregate (T 1-7) and with Total City Performance (TC). (Note that T 1-7 represents the performance of all districts in which the two largest Pre-K programs are located, i.e., Districts 1-7, but not District 8.)

TEST AREA/GROUP	GRADE FOUR			GRADE FIVE			GRADE SIX			GRADE SEVEN		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING												
TPK	1,573	12	47***** **	1,354	17	32****	1,273	13	33****	1,092	15	36***** **
T 1-7	11,520	16	44	12,607	20	33	13,141	18	34	11,791	20	31
TC	13,012	14	47	14,382	19	36	15,225	17	37	13,933	18	35
TOTAL MATHEMATICS												
TPK	1,576	17	43***** **	1,354	15	43***** ****	1,276	14	43***** **	1,092	20	35***** **
T 1-7	11,533	20	38	12,590	18	41	13,173	20	39	11,702	25	31
TC	13,024	18	41	14,372	17	44	15,257	19	42	13,838	23	35

**The percentage at/above the 50th percentile is significantly higher than that attained by T 1-7.

***The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

****There is no significant difference between TPK and T 1-7 percentages at/above the 50th percentile.

*****There is no significant difference between TPK and Total City percentages at/above the 50th percentile.

PART II

HIGHLIGHTS OF

CURRENT ACHIEVEMENT:

SCHOOLAGE PROGRAMS

DURHAM CHILD DEVELOPMENT CENTER

EARLY CHILDHOOD SCHOOLAGE PROGRAMS:	ACADEMICS PLUS
EARLY CHILDHOOD SCHOOLAGE PROGRAMS:	CHECKPOINT
EARLY CHILDHOOD SCHOOLAGE PROGRAMS:	FOLLOW THROUGH
EARLY CHILDHOOD SCHOOLAGE PROGRAMS:	KINDERGARTEN
EARLY CHILDHOOD SCHOOLAGE PROGRAMS:	PRIMARY SKILLS
EARLY CHILDHOOD SCHOOLAGE PROGRAMS:	PROJECT SUCCESS

DURHAM CHILD DEVELOPMENT CENTER
ACHIEVEMENT HIGHLIGHTS
1981-1982

DURHAM STUDENTS IN 1981-1982 EXCEEDED NATIONAL NORM EXPECTATIONS IN READING AT ALL GRADES KINDERGARTEN THROUGH FIVE, AND IN MATHEMATICS HAD THE SAME STANDARD OF PERFORMANCE AT ALL GRADES EXCEPT FOURTH. (See the following table.) To be more specific, Durham had 54% to 100%, i.e., 4% to 50% more than the expected 50% (national norm) scoring at/above the 50th percentile in Total Reading across the grades, K-5, and in Total Mathematics had 60% to 94%, i.e., 10% to 44% more than expected, scoring at this level at Grades K, 1, 2, 3 and 5; and in Fourth Grade Total Mathematics Durham had 49% scoring at this range.

In comparison with the total group of students in District 2 (D2), where Durham is located, Durham students had significantly higher percentages scoring at/above the 50th percentile at Kindergarten, and Grades 2, 3, 4 and 5 in Total Reading, and in Total Math at Kindergarten and Grade One. In all other cases, Durham did not significantly differ from D2. Durham also had significantly higher percentages than the Total City (TC) in Total Reading at Kindergarten and Grade Five; and in Total Mathematics at Kindergarten and Grades 1 and 5. At all other grades in both areas Durham scored on a par with TC, i.e., did not significantly differ in percentages at/above the 50th percentile.

PERFORMANCE OF DURHAM SCHOOL PUPILS, 1981-1982

Percentages of Durham School Students Scoring Below the 16th Percentile (<16) and At or Above the 50th (≥50) Percentile on Citywide Tests, March, 1982, as Compared with District 2 (D2), and Total City (TC) Performance, Grades K-5.

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO			GRADE THREE			GRADE FOUR			GRADE FIVE		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*			**			****			**			**			****			**
DURHAM	52	0	100***	32	0	56*****	26	0	77*****	35	3	60*****	35	6	54*****	17	6	71***
D2	1,563	5	79	1,556	6	57	1,426	7	60	1,381	15	43	1,468	15	43	1,623	21	35
TC	13,278	4	83	13,010	6	63	11,951	6	64	12,106	14	48	13,012	14	47	14,382	19	36
TOTAL MATHEMATICS			**			**			****			****			****			***
DURHAM	53	2	94***	33	3	85***	26	0	77*****	35	3	60*****	35	20	49*****	17	11	65*****
D2	1,563	13	61	1,558	7	60	1,432	6	64	1,379	10	59	1,474	19	37	1,630	18	46
TC	13,278	10	69	13,056	7	64	11,989	7	65	12,124	10	62	13,024	18	41	14,372	17	44

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**Durham has a significantly higher percentage at/above the 50th percentile than District 2 (D2).

***Durham has a significantly higher percentage at/above the 50th percentile than the Total City (TC).

****There is no significant difference between Durham and D2 in percentages at/above the 50th percentile.

*****There is no significant difference between Durham and TC in percentages at/above the 50th percentile.

EARLY CHILDHOOD SCHOOLAGE PROGRAMS
ACADEMICS PLUS (A+):
ACHIEVEMENT HIGHLIGHTS
1981-1982

ACADEMICS PLUS (A+) STUDENTS EXCEEDED EXPECTED (NATIONAL NORM) PERFORMANCE IN 1981-1982 AT GRADES 1, 2 AND 4 IN READING, AND GRADES 1, 2, 3 AND 5 IN MATHEMATICS. (See the following table.) In more specific terms, A+ students had 51% to 73%, i.e., 1% to 23% more than the expected 50% (national norm), scoring at/above the 50th percentile in Total Reading at Grades 1, 2 and 4; and 52% to 70%, i.e., 2% to 20% more than expected, scoring in this range in Total Mathematics at Grades 1, 2, 3 and 5. A+ students also had 47% in Grade 3 Total Reading and 40% in Grade 6 Total Reading in this score range; and in Total Mathematics they had 46% and 48% respectively scoring at this level in Grades Four and Six.

In comparison with Total City performance on this same criterion, i.e., percentages at/above the 50th percentile, A+ Program students in Total Reading outperformed (had significantly higher percentages than) the Total City (TC) at Grades 1, 2, 4, 5 and 6 and equaled (did not significantly differ from) TC at Grades 3 and 8; TC was higher at Grades 7 and 9. In Total Mathematics, program students surpassed (had significantly higher percentages than) the Total City (TC) in Grades 1, 2, 4, 5 and 6 also, but were outperformed by TC at the other grade levels.

IT SHOULD BE NOTED THAT THE FITLER SCHOOL, WHICH IS THE MAGNET SITE WITHIN THE A+ PROGRAM, PERFORMED WELL ABOVE NATIONAL NORM EXPECTATIONS ON THIS CRITERION, I.E., PERCENTAGES AT/ABOVE THE 50TH PERCENTILE, AT ALL GRADE LEVELS (1 TO 8). In Total Reading percentages ranged from 60% to 92% of the students scoring at this level across the grades; and in Total Mathematics the percentages ranged from 78% to 98% at this level across the Grade 1-8 span.

ACADEMICS PLUS PROGRAM (A+)

Percentages of Academics Plus (A+) Students Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March 1982, as Compared with Total City (TC) Performance, Grades 1-9.

TEST AREA/GROUP	GRADE ONE			GRADE TWO			GRADE THREE			GRADE FOUR		
	N	<16%	>50%	N	<16%	>50%	N	<16%	>50%	N	<16%	>50%
TOTAL READING												
A+	1,383	5	67*	1,297	3	73*	1,272	12	49**	1,577	11	51*
TC	13,010	6	63	11,951	6	64	12,106	14	48	13,012	14	47
TOTAL MATHEMATICS												
A+	1,402	6	70*	1,309	4	74*	1,273	9	60	1,577	15	46*
TC	13,056	7	64	11,989	7	65	12,124	10	62	13,024	18	41

*The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

**There is no significant difference between A+ and Total City percentages at/above the 50th percentile.

ACADEMICS PLUS PROGRAM (A+) (Cont'd.)

Percentages of Academics Plus (A+) Students Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March 1982, as Compared with Total City (TC) Performance, Grades 1-9.

TEST AREA/GROUP	GRADE FIVE			GRADE SIX			GRADE SEVEN			GRADE EIGHT			GRADE NINE		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING															
A+	1,656	12	38*	1,969	10	40*	1,447	21	28	1,275	16	35**	668	27	22
TC	14,382	19	36	15,225	17	37	13,933	18	35	13,690	19	35	15,508	21	34
TOTAL MATHEMATICS															
A+	1,657	9	52*	1,974	13	48*	1,449	30	24	1,276	24	27	640	38	15
TC	14,372	17	44	15,257	19	42	13,838	23	35	13,578	23	33	13,578	23	33

*The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

**There is no significant difference between A+ and Total City percentages at/above the 50th percentile.

EARLY CHILDHOOD SCHOOLAGE PROGRAMS
CHECKPOINT (CKP):
ACHIEVEMENT HIGHLIGHTS
1981-1982

ACHIEVEMENT - PROGRAM PARTICIPANTS, 1981-1982 (See Tables 1-4 following)

In this program for underachievers, which is principally for Grades 1-3, though serving some fourth graders, 79% and 87% respectively of the students in Grades Two and Three had attained mastery in skills such as recognizing initial and final consonants (Table 1) by the end of the year, and more than half of the Third Graders had mastered skills such as recognizing long and short vowels (Table 2). Sight-vocabularly skills were also very much improved in Grades 1, 2 and 3 by the end of the year (Table 3). In Mathematics at the end of the year, First, Second and Third Graders all showed average gains of at least nine grade equivalent points (G.E.'s) on the Key Mathematics Diagnostic Test; Second and Third Graders, in fact, gained 10 G.E. points. (Table 4)

ACHIEVEMENT - STUDENTS WHO TOPPED OUT (See Table 5 following)

STUDENTS WHO HAD TOPPED-OUT (TOP) OF CHECKPOINT AFTER PARTICIPATING IN THE PROGRAM DURING 1980-1981 SCORED SIGNIFICANTLY HIGHER THAN THE TOTAL CITY (TC) ON CITYWIDE TESTS IN TOTAL READING AND TOTAL MATHEMATICS AT GRADE 2 AND IN TOTAL MATHEMATICS AT GRADE 3 IN 1981-1982. (They equaled, i.e., did not significantly differ from TC in Total Reading at Grade 3.) The Top-out group also had consistently higher percentages than expected in national norm terms in both areas at both grades, i.e., 53% to 88% scoring at/above the 50th percentile rather than the expected 50%.

PERFORMANCE OF CHECKPOINT PROGRAM PUPILS
1981-1982

TABLE 1

Number and Percentage of Checkpoint Program Pupils Whose Scores Were At or Above Mastery on the Pre (Fall 1981) and Post (Spring 1982) Administrations of Form A of the Phonics Inventory*. (Only pupils with both pre and post test scores were used for this analysis.)

Grade	Total Number of Students 1981-1982	Pupils At or Above Mastery-Pre Test		Pupils At or Above Mastery-Post Test		Percentage Increase From Pre to Post Test
		N	%	N	%	
1	354	16	5	140	40	35%
2	1,221	455	37	960	79	42
3	1,198	786	66	1,040	87	21
4**	70	52	74	68	97	23
Total	2,843	1,309	46	2,208	78	32%

*Form A of the Phonics Inventory contains 31 items; 28 correct are needed for mastery. The above table must be interpreted with caution because of ceiling effects. While increase in grade level is associated with increase in mastery on both pre and post test, as would be expected, the percentage of pupils who attained mastery on the pretest in Grade Four was 78%; thus the maximum possible gain on the post test in this grade was 26% of the pupils.

**The Checkpoint Program is not mandated to serve fourth grade students, however, a limited number of fourth grade students who appear to need the additional help do receive some support during the school year.

TABLE 2

Number and Percentage of Checkpoint Program Pupils Whose Scores Were At or Above Mastery on the Pre (Fall, 1981) and Post (Spring 1982) Administrations of Form B* of the Phonics Inventory. (Only pupils with both pre and post test scores were used for this analysis.)

Grade	Total Number of Students 1981-1982	Pupils At or Above Mastery-Pre Test		Pupils At or Above Mastery-Post Test		Percentage Increase From Pre to Post Test
		N	%	N	%	
1	70	0	0	11	16	16%
2	1,210	24	2	346	29	27
3	1,198	138	12	658	55	43
4	70	25	36	56	80	44
Total	2,548	187	7	1,071	42	35%

*Form B of the Phonics Inventory is more advanced than Form A and contains 54 items; 48 correct are needed for mastery.

PERFORMANCE OF CHECKPOINT PROGRAM PUPILS
1981-1982

TABLE 3

Means, Standard Deviations and Differences Between Means for Pre (Fall 1981) and and Post (Spring 1982) Administrations of the Dolch Sight-Vocabularly Lists:* Grades 1-4 (Only pupils with pre and post test scores were used in the analysis.)

GRADE	TOTAL NUMBER OF PRE-POST PAIRS	PRETEST RAW SCORE		POSTTEST RAW SCORE		PRE-POST DIFFERENCE IN MEAN SCORE
		MEAN	SD	MEAN	SD	
1	330	5.31	8.21	35.30	15.25	+29.99 a
2	1,193	21.47	15.04	45.10	11.29	+23.63 b
3	1,157	33.71	16.89	49.53	10.10	+15.82 c
4	66	45.78	12.48	52.87	5.48	+7.09
TOTAL	2,746	---	---	---	---	

a = a difference greater than 3 SD's above the pretest mean
b = a difference equal to 1½ SD's above the pretest mean
c = a difference almost equal to 1 SD above the pretest mean

*The Dolch Word Lists contain 220 frequently used words. For testing purposes the 220 words are divided into eight lists. Two of the lists are selected for pretesting and two different lists for posttesting. The maximum possible score is 56 correctly pronounced words. The above table is to be interpreted with caution because of evident ceiling effects at Grade Four, where the posttest mean is only four points below the maximum possible score. Overall, however, the table reflects expected direction gains from pre to posttest and from grade to grade.

TABLE 4

Average Grade Equivalent (G.E.) and Average (G.E.) Gain on the Key Math Diagnostic Test, *Pre (Fall 1981) and Post (Spring 1982) Testing, Grades 1-4. (Only pupils with both pre and posttest scores were used in this analysis.)

GRADE	NUMBER OF STUDENTS	PRETEST AVERAGE G.E. SCORE	POSTTEST AVERAGE G.E. SCORE	AVERAGE G.E. SCORE GAIN
1	98	1.2	2.1	.9
2	370	2.0	3.0	1.0
3	464	2.7	3.7	1.0
4	11	2.8	3.9	1.1
TOTAL	943	---	---	---

*The Key Math Diagnostic Test measures three areas of math achievement related respectively to skill content (or concepts), operations and applications.

CHECKPOINT TOP-OUT/TOTAL CITY (TC) COMPARISONS, 1981-1982

TABLE 5

Percentages of Checkpoint Top-Out (TOP)* Students Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with the Total City (TC), Grades 2 and 3.

TEST AREA/GROUP	GRADE TWO			GRADE THREE		
	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING						
TOP	33	0	88**	60	2	53***
TC	11,951	6	64	12,106	14	48
TOTAL MATHEMATICS						
TOP	33	0	88**	60	3	75**
TC	11,989	7	65	12,124	10	62

*The Top-Out (TOP) group consists of students who were enrolled in Checkpoint the previous year but "topped-out" of the program at the end of that year on the basis of specified performance levels on combinations of the various tests used in the program.

**The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

***There is no significant difference between TOP and TC in percentages at/above the 50th percentile.

EARLY CHILDHOOD SCHOOLAGE PROGRAMS
FOLLOW THROUGH (FT):
ACHIEVEMENT HIGHLIGHTS
1981-1982

FOLLOW THROUGH (FT) STUDENTS IN THE TWO REMAINING SCHOOLS IN THE NATIONALLY AFFILIATED PROGRAM EXCEEDED NATIONAL NORM EXPECTATIONS BY A WIDE MARGIN IN 1981-1982 AT ALL GRADES K-3 IN MATHEMATICS AND K-2 IN READING. (See the following table.) More specifically, 71% to 76%, i.e., 21% to 26% more than the expected 50% (national norm), of the FT students scored at/above the 50th percentile K-3 in Total Mathematics; and in Total Reading K-2, 67% to 88%, i.e., 17% to 38% more than expected, scored at this level. (Forty-six percent scored at/above the 50th percentile in Grade 3 in this area.)

Im comparison with the total group of students in the District (District 4, D4) served by Follow Through on the same criterion, program participants equaled (did not significantly differ from) or bettered (had higher percentages at/above the 50th percentile than) the performance of this total group in every comparison. In fact, Follow Through, which is exclusively for low-income students, had significantly higher percentages than D4 in all comparisons except Grades One and Three Total Reading.

In comparison with the Total City (TC), Follow Through was also able to equal or better the city's performance on this criterion, i.e., percentages at/above the 50th percentile, at all grade levels K-3 in both areas. Follow Through had significantly higher percentages than TC in Second Grade Total Reading and in First, Second and Third Grade Total Mathematics.

FOLLOW THROUGH (FT)

Percentages of Follow Through Students Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with Total District Four (D4) and with Total City Performance, (TC), Grades K-3. (Note that D4 represents the performance of the District in which FT is located.)

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO			GRADE THREE		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*												
FTO	136	1	88****	171	5	67*****	128	4	72***	154	21	46*****
D4	1,772	5	80	2,056	7	64	1,882	8	59	1,993	17	46
TC	13,278	4	83	13,010	6	63	11,951	6	64	12,106	14	48
TOTAL MATHEMATICS												
FTO	136	14	72*****	166	6	76***	130	5	75***	153	5	71***
D4	1,772	13	64	2,052	8	65	1,882	9	60	1,992	12	59
TC	13,278	10	69	13,056	7	64	11,989	7	65	12,124	10	62

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT at all other grades.

**The percentage at/above the 50th percentile is significantly higher than that attained by D4.

***The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

****There is no significant difference between FT and D4 percentages at/above the 50th percentile.

*****There is no significant difference between FT and Total City percentages at/above the 50th percentile.

EARLY CHILDHOOD SCHOOLAGE PROGRAMS
KINDERGARTEN (K):
ACHIEVEMENT HIGHLIGHTS
1981-1982

THE MORE THAN 13,200 KINDERGARTEN PUPILS ACROSS THE CITY CONTINUED TO HAVE HIGHER PERFORMANCE LEVELS AT/ABOVE THE 50TH PERCENTILE THAN THE NATIONAL NORM GROUP IN ALL AREAS OF THE STANFORD EARLY SCHOOL ACHIEVEMENT TEST (SESAT). In Environment, 64% of all kindergarten pupils in the city scored at or above the expected national average score, i.e., 14% more than the 50% characterizing the national norm group; in Mathematics, 69% scored at this level, i.e., 19% more than the national norm group; in Letters and Sounds, 83% scored at/above the national average; i.e., 33% more than the norm group; in Aural Comprehension, 61% exceeded the expected national average, i.e., 11% more than the norm group; and on the Total Test score, 70% scored at or above the national average score, i.e., 20% more than the national norm group.

EARLY CHILDHOOD SCHOOLAGE PROGRAMS
PRIMARY SKILLS PROGRAM (PSP): ACHIEVEMENT HIGHLIGHTS 1981-1982

PRIMARY SKILLS PROGRAM (PSP) STUDENTS IN 1981-1982 EXCEEDED NATIONAL NORM EXPECTATIONS BY A WIDE MARGIN IN BOTH READING AND MATHEMATICS OVER THE ENTIRE PROGRAM RANGE K-2. (See the following table.) In more specific terms, PSP had 61% to 77%, i.e., 11% to 27% more than the expected 50% (national norm), scoring at/above the 50th percentile in Total Reading K-2; and in Total Mathematics, 65% to 67%, i.e., 15% to 17% more than expected, scored at this level K-2.

In comparison with Total City (TC) performance, PSP students exceeded, i.e., had a significantly higher percentage at/above the 50th percentile than) TC performance in Grade One Total Mathematics, and equaled (did not significantly differ from) it in Grade One Total Reading and Grade Two Total Mathematics. It is to be noted that the Primary Skills Program, though not funded through Title I (Chapter 1) is located in schools that are almost without exception Title I (Chapter 1) eligible.

PRIMARY SKILLS PROGRAM (PSP)

Percentages of Primary Skills Program (PSP) Students Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, March, 1982, as Compared with the Total City (TC), Grades K-2.

TEST AREA/GROUP	KINDERGARTEN			GRADE ONE			GRADE TWO		
	Total N	<16%	>50%	Total N	<16%	>50%	Total N	<16%	>50%
TOTAL READING*									
PSP	996	4	77	1,092	7	64***	912	9	61
TC	13,278	4	83	13,010	6	63	11,951	6	64
TOTAL MATHEMATICS									
PSP	999	12	65	1,093	8	67**	920	6	67***
TC	13,278	10	69	13,056	7	64	11,989	7	65

*This refers to the Letters and Sounds subtest of the SESAT at K; to Total Reading on the CAT.

**The percentage at/above the 50th percentile is significantly higher than that attained by the Total City.

***There is no significant difference between PSP and Total City percentages at/above the 50th percentile.

EARLY CHILDHOOD SCHOOLAGE PROGRAMS
PROJECT SUCCESS (PSCC):
ACHIEVEMENT HIGHLIGHTS
1981-1982

The most appropriate comparison group for Project Success (PSCC), which is a Title I (Chapter 1) funded program, is an aggregate of all Non Follow Through (NFT) Title I (Chapter 1) eligible students, i.e., all eligible students not in Follow Through related programs. (Project Success is a local adaptation/successor to Follow Through in Philadelphia.) THE COMPARISON DATA APPEAR IN THE FOLLOWING TABLE WHERE IT IS EVIDENT THAT IN 1981-1982 PSCC STUDENTS WERE CONSISTENTLY THE HIGHER ACHIEVERS IN READING AT GRADES 2, 3 AND 4 AND IN MATHEMATICS AT GRADES 3 AND 4. To be more specific, Project Success students had significantly higher percentages of students scoring at/above the 50th percentile in Total Reading than the NFT group at Grade Two (43% vs. 38%, Grade Three (25% vs. 14%), and Grade Four (29% vs. 22%); the NFT group was significantly higher at Grade One (69% vs. 49%). In Total Mathematics, PSCC students had significantly higher percentages than NFT at Grade Three (45% vs. 38%), and Grade Four (25% vs. 21%); they did not significantly differ from NFT at Grade Two (47% vs. 45%), but were significantly below NFT at Grade One (72% vs. 52%).

In terms of national norm expectations, i.e., 50% expected to be at/above the 50th percentile by definition, it is to be noted that PSCC students, though Title I (Chapter 1) eligible, had 49% and 43% respectively at/above the 50th percentile in Total Reading at Grades One and Two, and 52%, 47% and 45% respectively at this level in Total Mathematics at Grades One, Two and Three.

PROJECT SUCCESS (PSCC)

Percentages of Project Success (PSCC) Students Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (>50) on Citywide Tests, as Compared with the Non Follow Through (NFT) Title I (Chapter 1) Eligible Group*, Grades 1 to 4.

TEST AREA/GROUP	GRADE ONE			GRADE TWO			GRADE THREE			GRADE FOUR		
	N	<16%	>50%	N	<16%	>50%	N	<16%	>50%	N	<16%	>50%
TOTAL READING												
PSCC	3,375	11	49	2,175	13	43**	2,277	27	25**	2,250	25	29**
NFT	1,146	3	69	1,139	11	38	1,603	27	14	2,794	23	22
TOTAL MATHEMATICS												
PSCC	3,358	13	52	2,185	13	47***	2,280	16	45**	2,258	29	25**
NFT	1,156	5	72	1,150	12	45	1,609	17	38	2,789	27	21

*The Non Follow Through (NFT) Title I-Chapter 1-eligibile group consists of all eligible students not in Follow Through related programs.

**The percentage at/above the 50th percentile is significantly higher than that attained by the Non Follow Through (NFT) Title I (Chapter 1) Eligible Group.

***There is no difference between PSCC and NFT percentages at/above the 50th percentile.

PART III

HIGHLIGHTS OF

ACCOMPLISHMENTS:

DEVELOPMENTAL COMPONENT
(Prekindergarten Programs)

PARENT INVOLVEMENT COMPONENT

STAFF DEVELOPMENT COMPONENT

SUPPORTIVE SERVICES COMPONENT

HIGHLIGHTS OF ACCOMPLISHMENTS:
DEVELOPMENTAL COMPONENT
(Prekindergarten Programs)
1981-1982

..THE DEVELOPMENTAL BEHAVIOR CHECKLIST (DBC) WAS USED THROUGHOUT THE SCHOOL DISTRICT'S MAJOR PREKINDERGARTEN PROGRAMS TO ASSESS THE DEVELOPMENTAL STATUS OF ALMOST 5,000, TWO, THREE AND FOUR YEAR OLD CHILDREN IN 1981-1982. The DBC is a 154-item instrument consisting of seven subtests in three major developmental areas: (1) Motor Development (Gross Motor, Fine Motor Manipulation, Fine Motor Writing), (2) Social Development (Social Skills, Self Help Skills), and (3) Cognitive Development (Cognitive Skills, Language Skills)

.."Developmental Delay" on the DBC is operationalized to mean that a child scored below the 25th percentile on at least one subtest in each of the three major developmental areas. BASED ON 1981-1982 DATA (3,844 MATCHED FALL-SPRING RECORDS), 625 CHILDREN SHOWED SIGNS OF DEVELOPMENTAL DELAY IN THE FALL, AND OF THESE, 267 (43%) WERE NO LONGER EXHIBITING THESE INDICATIONS OF DELAY IN THE SPRING.

HIGHLIGHTS OF ACCOMPLISHMENTS:
PARENT INVOLVEMENT COMPONENT
1981-1982

..Eight Early Childhood Programs (Child Care, Checkpoint, Follow Through, Get Set Day Care, Parent Cooperative Nurseries, Prekindergarten Head Start, Primary Skills and Project Success) were able to involve a total of 5,202 parent volunteers in their day to day activities in 1981-1982. THE VOLUNTEERS CONTRIBUTED A TOTAL OF 96,902 HOURS DURING THE YEAR; 61% (59,112) OF THE HOURS WERE VOLUNTEERED FOR CLASSROOM PARTICIPATION.

..THE HIGHEST LEVELS OF PARENT INVOLVEMENT OCCURRED IN THE PARENT COOPERATIVE NURSERY (PCN) AND PREKINDERGARTEN HEAD START (PKHS) PROGRAMS. In PCN (parent participation is mandatory), 523 program parents in 1981-1982 contributed a total of 35,806 hours which is equivalent to 90 hours per child enrolled (395 total children/June 1982). In PKHS in 1981-1982 a total of 1,625 parents contributed 34,170 hours, i.e., 21 hours per child enrolled (1,640 total children/June 1982).

..THE PRIMARY SKILLS AND PROJECT SUCCESS PROGRAMS CONDUCTED MORE THAN 250 WORKSHOPS FOR PARENTS IN 1981-1982.

HIGHLIGHTS OF ACCOMPLISHMENTS: STAFF DEVELOPMENT COMPONENT 1981-1982

..Based on a reporting system introduced in the latter part of 1981-1982, supervisory/support personnel from seven programs (Child Care, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, Primary Skills and Project Success) indicated that during the last half of the school year they conducted A TOTAL OF 8,956 CLASSROOM VISITS, 1,862 CLASSROOM DEMONSTRATIONS, 1,559 INDIVIDUAL STAFF DEVELOPMENT SESSIONS, 652 GROUP STAFF DEVELOPMENT SESSIONS AND 515 WORKSHOPS FOR INSTRUCTIONAL/ SUPPORT STAFF.

..AT LEAST 70% OF THE 795 TEACHERS (N=424), assistant teachers (N=63) and aides (N=232) responding to the annual staff development survey in Spring 1982 reported having SEVEN OR MORE YEARS OF EXPERIENCE in early childhood programs (prekindergarten through Grade Four).

..AT LEAST 80% of the teachers (86%), assistant teachers (87%), and aides (82%) reported being SATISFIED WITH SUPERVISORY/SUPPORT PERSONNEL'S WORK IN CONDUCTING WORKSHOPS AND OTHER GROUP SESSIONS.

..AT LEAST 70% of the teachers (76%), assistant teachers (75%) and aides (71%) indicated that STAFF DEVELOPMENT ON "IMPROVING THE BASIC SKILLS/ BASIC SKILL READINESS" HAD HELPED THEM DO A BETTER JOB IN THE CLASSROOM; 40% of all three groups listed this area as a preference for future staff development.

HIGHLIGHTS OF ACCOMPLISHMENTS: SUPPORTIVE SERVICES COMPONENT 1981-1982

..Medical service data available for students in four programs (Checkpoint, Prekindergarten Head Start, Primary Skills and Project Success) - source: School Health Services or special program support personnel - indicate that 6,500 STUDENTS RECEIVED VISION, HEARING AND GROWTH SCREENINGS IN 1981-1982.

..Data from six programs (Child Care, Durham, Follow Through, Prekindergarten Head Start, Primary Skills, and Project Success) indicate that close to 18,000 STUDENTS RECEIVED DENTAL SCREENINGS DURING THE YEAR.

..In the four programs staffed to provide social services (Child Care, Follow Through, Get Set Day Care and Prekindergarten Head Start), 5,767 FAMILIES WERE IDENTIFIED AS BEING IN NEED OF SOME FORM OF SOCIAL SERVICE ASSISTANCE; 5,006 (87%) OF THESE FAMILIES RECEIVED ASSISTANCE FROM PROGRAM PERSONNEL DURING THE YEAR. Across the four programs, personnel with social service responsibilities made approximately 149,428 total contacts (including phone conferences) with families during the year, i.e., on the average approximately 30 contacts per family assisted in this area.

LATER EFFECTS

SUMMARY OF KEY INDICATORS:

PERFORMANCE OF PREKINDERGARTEN GRADUATES

ON CITYWIDE TESTS 1974-1975 THROUGH 1981-1982

NOTE: (1) As indicated in the table below, data were available for eight (8) different cohorts (entering kindergarten groups) from the Get Set Day Care and Prekindergarten Head Start programs - and therefore, Total Pre-K, which is the aggregate of all programs each year - extending from 1974-1975 through 1981-1982. Data were only available for five (5) cohorts for Child Care and Parent Cooperative Nurseries, beginning with the 1977-1978 entering K group.

(2) At each grade level, for both Reading and Mathematics, the table presents key indicator data as follows:

(a) The Number of Cohorts Tracked, i.e., the total number of entering K groups for which data were available at each grade level.

(b) The Number of Cohorts Exceeding National Norm Expectations, i.e., the number of cohorts at each grade level with more than 50% (national norm) scoring at/above the 50th percentile.

(c) The Number of Cohorts With at Least 40% Scoring At/Above the 50th Percentile, i.e., the number of cohorts within at least 10 percentage points of national norm expectations.

(d) The Number of Cohorts With Significantly Higher Percentages At/Above the 50th Percentile Than the Total City.

(e) The Number of Cohorts Not Significantly Different From the Total City in Percentages At/Above the 50th Percentile.

TABLE 1

LATER EFFECTS
SUMMARY OF KEY INDICATORS:
PERFORMANCE OF PREKINDERGARTEN GRADUATES ON CITYWIDE TESTS 1974-1975 THROUGH 1981-1982

PROGRAMS	GRADES																			
	KINDERGARTEN										FIRST GRADE									
	LETTERS AND SOUNDS					MATHEMATICS					TOTAL READING					TOTAL MATHEMATICS				
	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile
CHILD CARE	4*	4	4	3	1	4	4	4	3	1	4	4	4	3	1	4	4	4	4	-
GET SET DAY CARE	8	8	8	7	1	8	8	8	6	1	7	7	7	7	-	7	7	7	5	2
PARENT COOPERATIVE NURSERIES	5	5	5	5	-	5	5	5	5	-	4	4	4	4	-	4	4	4	4	-
PREKINDERGARTEN HEAD START	8	8	8	-	6	8	8	8	-	5	7	7	7	1	4	7	7	7	1	5
TOTAL PRE-K	8	8	8	8	-	8	8	8	2	6	7	7	7	7	-	7	7	7	5	2

*Child Care data at K are missing for the 1978-1979 cohort

TABLE (Cont'd.)

LATER EFFECTS
SUMMARY OF KEY INDICATORS:
PERFORMANCE OF PREKINDERGARTEN GRADUATES ON CITYWIDE TESTS 1974-1975 THROUGH 1981-1982

PROGRAMS	GRADES																			
	SECOND GRADE										THIRD GRADE									
	TOTAL READING					TOTAL MATHEMATICS					TOTAL READING					TOTAL MATHEMATICS				
	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile
CHILD CARE	3	3	3	1	2	3	3	3	1	2	2	2	2	2	-	2	2	2	2	-
GET SET DAY CARE	6	6	6	5	1	6	6	6	1	5	5	-	5	-	5	5	5	5	-	5
PARENT COOPERATIVE NURSERIES	3	3	3	3	-	3	3	3	3	-	2	2	2	2	-	2	2	2	2	-
PREKINDERGARTEN HEAD START	6	6	6	-	4	6	6	6	-	5	5	-	3	-	3	5	4	5	-	4
TOTAL PRE-K	6	6	6	3	3	6	6	6	1	5	5	-	5	2	2	5	5	5	-	5

TABLE 1 (Cont'd.)

LATER EFFECTS
SUMMARY OF KEY INDICATORS:
PERFORMANCE OF PREKINDERGARTEN GRADUATES ON CITYWIDE TESTS 1974-1975 THROUGH 1981-1982

PROGRAMS	GRADES																			
	FOURTH GRADE										FIFTH GRADE									
	TOTAL READING					TOTAL MATHEMATICS					TOTAL READING					TOTAL MATHEMATICS				
	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile
CHILD CARE	1	1	1	1	-	1	1	1	1	-										
GET SET DAY CARE	4	1	4	1	3	4	-	2	1	3	3	-	-	-	2	3	-	3	-	3
PARENT COOPERATIVE NURSERIES	1	1	1	1	-	1	1	1	1	-										
PREKINDERGARTEN HEAD START	4	-	2	-	1	4	-	-	-	2	3	-	-	-	1	3	-	1	-	2
TOTAL PRE-K	4	-	4	1	3	4	-	1	-	4	3	-	-	-	2	3	-	3	-	3

TABLE 1 (Cont'd.)

LATER EFFECTS
SUMMARY OF KEY INDICATORS:
PERFORMANCE OF PREKINDERGARTEN GRADUATES ON CITYWIDE TESTS 1974-1975 THROUGH 1981-1982

PROGRAMS	GRADES																			
	SIXTH GRADE										SEVENTH GRADE									
	TOTAL READING					TOTAL MATHEMATICS					TOTAL READING					TOTAL MATHEMATICS				
	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile	(a) Number of cohorts tracked	(b) Number of cohorts exceeding national norm expectations	(c) Number of cohorts with at least 40% scoring at/above the 50th percentile	(d) Number of cohorts with significantly higher percentages at/above the 50th percentile than the Total City	(e) Number of cohorts not significantly different from the Total City in percentages at/above the 50th percentile
CHILD CARE																				
GET SET DAY CARE	2	-	-	-	1	2	-	2	1	1	1	-	-	-	1	1	-	-	-	1
PARENT COOPERATIVE NURSERIES																				
PREKINDERGARTEN HEAD START	2	-	-	-	-	2	-	-	-	2	1	-	-	-	1	1	-	-	-	1
TOTAL PRE-K	2	-	-	-	1	2	-	1	-	2	1	-	-	-	1	1	-	-	-	1

EARLY CHILDHOOD EDUCATION IN PHILADELPHIA

PROGRAM CHARACTERISTICS

PROGRAMS	NUMBER OF CHILDREN SERVED	CHILDREN'S AGE/GRADE	LENGTH OF PROGRAM DAY/DAYS OF WEEK	LENGTH OF PROGRAM YEAR	NUMBER OF CENTERS/ SCHOOLS	FUNDING
CHILD CARE	1,450	INFANTS AND TODDLERS NURSERY AGE KINDERGARTEN SCHOOL AGE	7:00 A.M. TO 6:00 P.M. EVERY WEEKDAY	TWELVE MONTHS	17 CENTERS	OPERATING BUDGET AND TITLE XX
DURHAM CHILD DEVELOPMENT CENTER	300	INFANTS AND TODDLERS PRESCHOOL GRADES K-5	7:00 A.M. TO 6:00 P.M. EVERY WEEKDAY FOR INFANTS AND TODDLERS/ REGULAR SCHOOL DAY EVERY WEEKDAY FOR OTHERS	TWELVE MONTHS FOR INFANTS AND TODDLERS/TEN MONTHS (SCHOOL YEAR) FOR OTHERS	1 CENTER	OPERATING BUDGET AND TITLE XX
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: ACADEMICS PLUS	12,000	GRADES K-9	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	30 SCHOOLS	OPERATING BUDGET
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: BENCHMARK	1,100	GRADES 4-6	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	31 SCHOOLS	CHAPTER ONE (ECIA)
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: CHECKPOINT	5,300	GRADES 1-3	FIVE FORTY-FIVE MINUTE CENTER SESSIONS EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	95 SCHOOLS	OPERATING BUDGET
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: FOLLOW THROUGH	650	GRADES K-3	REGULAR SCHOOL DAY-FULL OR LENGTHENED KINDERGARTEN-EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	2 SCHOOLS	CHAPTER TWO (ECIA)

COMPONENTS COMMON TO ALL PROGRAMS
EDUCATIONAL/DEVELOPMENTAL
PARENT INVOLVEMENT
STAFF DEVELOPMENT

COMPONENTS COMMON TO MANY PROGRAMS
SOCIAL SERVICES
NUTRITIONAL SERVICES
MEDICAL SERVICES
DENTAL SERVICES
PSYCHOLOGICAL SERVICES

EARLY CHILDHOOD EDUCATION IN PHILADELPHIA

PROGRAM CHARACTERISTICS

PROGRAMS	NUMBER OF CHILDREN SERVED	CHILDREN'S AGE/GRADE	LENGTH OF PROGRAM DAY/DAYS OF WEEK	LENGTH OF PROGRAM YEAR	NUMBER OF CENTER/ SCHOOLS	FUNDING
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: KINDERGARTEN	14,350	KINDERGARTEN	AT LEAST A HALF-DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR	180 SCHOOLS	OPERATING BUDGET
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: PRIMARY SKILLS	4,200	GRADES K-2	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	16 SCHOOLS	OPERATING BUDGET
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: PROJECT SUCCESS	10,150	GRADES 1-4	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	58 SCHOOLS	CHAPTER ONE (ECIA)
GET SET DAY CARE	2,800	PRESCHOOL AND SOME SCHOOL AGE	7:00 A.M. TO 6:00 P.M. EVERY WEEKDAY	TWELVE MONTHS	58 CENTERS	TITLE XX AND OPERATING BUDGET
PARENT COOPERATIVE NURSERIES	440	PRESCHOOL	HALF-DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	22 CENTERS	OPERATING BUDGET AND LOCAL COMMUNITY
PREKINDERGARTEN HEAD START	1,600	PRESCHOOL	REGULAR FULL SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	30 CENTERS	OMNIBUS RECONCILIATION ACT AS ADMINISTERED BY PAAC AND OPERATING BUDGET

COMPONENTS COMMON TO ALL PROGRAMS
EDUCATIONAL/DEVELOPMENTAL
PARENT INVOLVEMENT
STAFF DEVELOPMENT
COMPONENTS COMMON TO MANY PROGRAMS
SOCIAL SERVICES
NUTRITIONAL SERVICES
MEDICAL SERVICES
DENTAL SERVICES
PSYCHOLOGICAL SERVICES

December, 1982